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ABSTRACT

The purpose of this research project was to gather information to give personality and a demographic profile to Bible college libraries and to assure them that they have identity and purpose in the 1990's. This research project is an attempt to update information on American Association Bible College libraries and give a face and some personality to these "invisible" libraries. The research was conducted by mailed questionnaire. Contact was made with 107 Accrediting Association of Bible Colleges (AABC) affiliated libraries, and 80 made viable responses, a response rate of almost 75%. Results indicated that most of these libraries had not yet automated any part of their operations; in some categories of automation, the negative response rate was above 90% with 70% of the respondents still using the Dewey classification system. Another finding is that most full-time Bible college library staffs are very small; 47% report a staff of only one professional, with no assistance. It was also found that 62% of the workforce in the responding libraries were between the ages of 40 and 60, and nine of the respondents were close to retirement age. A sample cover letter is included. (TMK)

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# AABC LIBRARIES AT CENTURY'S END: A DEMOGRAPHIC SURVEY OF BIBLE COLLEGE LIBRARIES AFFILIATED WITH THE AMERICAN ASSOCIATION OF BIBLE COLLEGES

A master's Research Paper submitted to the Kent State University School of Library and Information Science in partial fulfillment of the requirements for the degree Master of Library Science

by

Ed Chesley

June, 1993

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CONTENTS

Chapter

I. Introduction . . . . . 1

II. Review of the Literature . . . . . 6

III. Research Methodology . . . . . 10

IV. Analysis of Data . . . . . 11

V. Summary and Conclusions . . . . . 32

Tables . . . . . 12,13; 15-17; 19,20; 22; 24-26; 28-30

Appendices

1. Sample Cover Letter . . . . . 34

2. Sample Survey Instrument . . . . . 35

Works Cited . . . . . 38

LIST OF TABLES

Table


1. Demographic Characteristics of Responding Libraries 12

2. Facilities of Responding Libraries . . . . . 13

3. Holdings of Responding Libraries . . . . . 15

4. Staff with MLS of Responding Libraries . . . . . 16

5. Other Staff Degrees of Responding Libraries . . . . 17

6. Staff without MLS of Responding Libraries . . . . . 19

7. Head Librarians/Directors of Responding Libraries . 20

8. Patrons and Use of Responding Libraries . . . . . 22

9. Relationship of Institution Type and Number of Bound Volumes . . . . . 24

10. Relationship of Institution Type and % of Collection Devoted to Theology . . . . . 24

11. Relationship of Institution Type and Head Salary . 25

12. Relationship of Institution Type and Budget . . . . 26

13. Relationship of Gender of Head Librarian and Salary 28

14. Relationship of Student Body Size and Number of Bound Volumes . . . . . 28

15. Relationship of Student Body Size and OCLC Use . . 29

16. Relationship of Gender of Head Librarian and Teaching Duty . . . . . 29

17. Relationship of Gender of Head Librarian and Doctorate . . . . . 30

ACKNOWLEDGEMENTS

Any transition is accompanied by at least a small measure of trepidation. In my case, the transition was from being simply a professor in a small Bible college to becoming its librarian as well. The measure of trepidation was not small. I had little or no idea of the responsibilities and complexity of this new position, and even less idea of the status of my college's library compared with the libraries of sister institutions. Almost from the start of my MLS education, I was determined to somehow find out if Appalachian Bible College's (ABC's) library was above average, below average, or just average. Therefore, as soon as I encountered the research project option, I knew what I wanted to do. This project has helped to eliminate my confusion and to give my college's library direction as well.

Many have contributed in order that this project be realized. Dr. Richard Winters, former Academic Dean of ABC, was a constant encouragement in my studies, as has been his successor, Dr. Doug Winn. ABC's board of directors has never once questioned funding for my in-service training at KSU, and to them I am grateful. Without the patient guidance of my KSU advisor, Dr. Lois Buttlar, I simply would not have known what to do; to her I am deeply indebted. Lastly, I thank my wife Donna and son Chris for allowing me to miss five summers out of their lives.

## CHAPTER I. INTRODUCTION

It was said some years ago that the Bible colleges in the United States and Canada, although they were fairly numerous across the two nations, were virtually unknown and therefore their libraries were all but invisible (Carmickle 1971). In the three decades since that observation, much has changed for the Bible college movement. This researcher has been a professor at a Bible college for the past twenty-one years, and has seen some of those changes firsthand. During the decade of the 1970s, Bible colleges experienced at first a burst of success and popularity within the Christian community and later a sharp decline, as the nationwide student pool diminished and as more and more Christian college students opted for attendance at Christian liberal arts colleges. It should be noted that all students at Bible colleges major in Bible and train primarily for some sort of full-time Christian ministry; students at Christian liberal arts colleges train for vocations and normally must select a substantial number of Bible courses as electives. The decade of the 1980s was one of great struggle for the movement, and

many Bible colleges either merged with others (since these colleges are generally quite small, usually less than 1,000 students) or closed their doors altogether. As the 1990s began, many Bible colleges moved to change their approach to education as they perceived changes in clientele (fewer students right out of high school; more older married students) and mission (fewer graduates going into traditional "full time" ministries such as the pastorate or missions). There is an even greater sense of competition with Christian liberal arts colleges.

## Purpose of the Study

All this change has generated something of an identity crisis for Bible colleges in North America. Many fear losing not only their unique identity--something that surely happens in a merger or a closing--but also their mission, which traditionally has been the preparation of students for some kind of Christian ministry. If the colleges themselves are undergoing such a crisis in personality, the same is true of their libraries. For every library does have a personality, just as its parent institution does. What is the "typical" personality of Bible college libraries as the 1990s begin? What are its facilities and personnel like? Whom does it serve beyond students and faculty? What classification scheme is used? Is it automated in whole or in part, or is

the card catalog still the standard? What is its perceived mission? The purpose of this research project was to gather enough information to give personality and a demographic profile to these still largely unknown entities, Bible college libraries, and to assure them that they do have identity and purpose as they begin the 1990s.

## Definitions of Terms

For this research, the term "library" is limited to mean only libraries that are specifically part of a Bible college.

A "Bible college" is understood to mean a two to four-year institution granting a diploma or undergraduate degree in Bible and/or theology. If, in addition, an institution offers a graduate degree in Bible and/or theology, it is still considered a Bible college, but not if it offers only a graduate degree (i.e., pure seminaries are excluded).

Whenever the term "professional librarian" or "professionally trained librarian" is used, it means a holder of the MLS degree. "Paraprofessional" or "nonprofessional" simply means that the person in question does not hold an MLS; these words do not exclude the possibility that the individual so designated earns all or a substantial part of his or her income as a library worker. Nor do these terms imply that an individual's approach to library work is less than professional in manner.

The term "patron" is meant to be inclusive, not limiting the study to only faculty and student library users. Where a differentiation between one type of patron and another is desired, the specific term (such as "faculty") is used.

"Automation" is also meant to be inclusive. Although the term is often exclusively used to indicate computer systems, in this research it could refer to such things as electronic security devices or bar coding systems as well.

"Classification scheme" means the method chosen by the library to order the theological portion of its collection-- usually substantial for a Bible college-- such as Allen's expansion of Dewey 200 or Pettee's scheme for the Union Theological Seminary; it does not include descriptive cataloging methods.

The term "special collection" refers to any unique body of works the library might own and shelve discretely from the rest of its holdings, such as a body of Judiaca or collection of hymnals.

## Limitations of the Study

As has already been noted, this research is limited to Bible colleges as defined above. Pure seminaries, offering only graduate degrees, are excluded, as are Christian liberal arts colleges. A further limitation is to include only Bible

colleges that are members of the Accrediting Association of Bible Colleges (AABC)--formerly the American Association of Bible Colleges. This limitation would not only provide a somewhat homogeneous sample population of institutions out of a field that is very heterogeneous, but it also prevents the study results from being applied to Bible colleges in general.

## CHAPTER II. REVIEW OF THE LITERATURE

Few studies of any kind have been done on the characteristics of Bible college libraries alone, although broader studies of religious and theological libraries and church-related college libraries have been more numerous.

### Studies Dealing with Bible College Libraries

The sole research study exclusively concerned with AABC Bible college libraries seems to have been a survey conducted by Loretta Carmickle about 1969 as part of her Master of Arts in Library Science program at the University of Denver. The results of this survey were published in 1971 in a single page article which indicated that her study might help improve the general state of Bible college libraries by providing hitherto uncollected data (Carmickle 1971). In addition, the AABC gathers information from its constituent libraries on a yearly basis, but this is not intended to be research or provide a demographic profile. Rather, it is meant to help AABC track its clients' compliance with its standards.

### Studies Dealing Broadly with Church-Related Libraries

In 1951, a student of Library Science named M. L. Ashbrook conducted a survey of classification systems then in use in Protestant theological school libraries in the United States. Probably the earliest work of its kind, this survey

bears out the still-true hypothesis that Dewey is the most widely recommended and utilized classification system for libraries specializing in Christian theology (Ashbrook 1951).

Related to this pioneering effort was a questionnaire survey which collected twenty-one individual expansions of Dewey 200 from 42 Protestant theological libraries in North America in 1956. Another project in pursuit of a Master of Science in Library Science, the survey was conducted by then-student Elvire R. Hilgert. The expansions she was able to collect were not made in every part of the 200 schedules, but were limited to missions, Christian education, Christian denominations, and Judaism (Hilgert 1956).

Much later, in 1988, a survey was conducted by the Liberal Arts Committee of the Association of Christian Librarians to discover salary levels among MLS holders working in church-related colleges and universities (Flinner 1989). While this was not research carried out by an individual, it did involve some demographic components such as position, type of library, and region (location).

On a much grander scale, a huge collection of data on international libraries associated with centers of worship and used by the worshipers, not exclusively by the officials of the worship center, was accomplished by scholar John F. Harvey in 1983. Harvey is a consultant in library and

information science for Academic Press in Great Britain, and this questionnaire survey to 84 countries was presumably undertaken under the auspices of Academic Press. This study excludes the USA, the researcher contending that enough data on such libraries in this country already exists (Harvey 1986).

This same consultant made another massive collection of data on both "popular" (not connected with a church-sponsored school) and "scholarly" (connected with a church-sponsored school) religious libraries in 1987, but this was the result of several previous projects and not a single effort. In this instance, religious libraries in the United States were included in the data (Harvey 1987).

## Related Literature

An invaluable article for anyone seeking information on the classification of Christian theological materials written in English is G. E Gorman's "The Classification of Theological Literature: A Commentary and Annotated Bibliography" (Gorman 1985). Since this type of classification is certainly a major part of the profile of any Bible college library, this article seemed pertinent to this study. The commentary is a concise introduction to the problems of theological classification, and notes that Dewey "has been employed in more [theological] libraries than any other scheme" (Gorman

1985, 207).

A survey dealing with small college libraries in general was conducted by the head librarian of a Bible college in 1989. Wendy Winstead of Magnolia Bible College sent a questionnaire to 481 college libraries with 20,000-40,000 volumes. Among other things, the survey covers such topics as library software, hand cataloging tools, and sources for out-of-print books (Winstead 1990).

As the literature suggests, it is past time for a update research survey of the general characteristics of Bible colleges.

## CHAPTER III. RESEARCH METHODOLOGY

This research utilized survey methodology, specifically, a mailed questionnaire. One hundred seven questionnaires were mailed to the subject libraries in March of 1992, under the letterhead and auspices of the researcher's employer, Appalachian Bible College (itself an AABC affiliate), where the researcher serves as librarian. The subjects were AABC-affiliated Bible college libraries in the United States and Canada, selected from the current AABC **Directory** (AABC 1992). By June of 1992, the survey was essentially complete, with 80 libraries responding (nearly 75%). The collected data was analyzed statistically on the SAS System installed on the mainframe computer at KSU's main library so as to be represented by descriptive statistics, including frequency distributions and cross-tabulations of variables. A copy of the questionnaire and a copy of the cover letter are attached (see appendices).

## CHAPTER IV. ANALYSIS OF DATA

Tables 1 through 17 display the significant results of this research project. Tables 1 through 8 present data as received from the respondents; remaining tabulations represent cross-tabulation analysis of this data.

Table 1 indicates that most of the responding libraries are part of small (less than 200 students), four-year degree-granting Bible colleges with library budgets above $50,000. A significant minority (25%) have budgets between $30,000 and $50,000. This agrees with the recent history of Bible colleges given earlier.

Table 2 gives the somewhat surprising information that a majority of the respondents' institutions have little or no automation. The Table 1 budget information is no doubt the main explanation for this, although subjectively it may be said that Bible college personnel tend to be cautious and conservative when it comes to change. Those who do have some automation have concentrated on automating their catalogs, connecting to OCLC, using CD-ROM data bases, and employing individual PCs for various tasks. This would agree with the situation pending at this researcher's own Bible college library for the fall of 1993; no doubt the scenarios that have produced these responses are similar. Most of the responding libraries are air conditioned, averaging 10,947

TABLE 1

DEMOGRAPHIC CHARACTERISTICS OF RESPONDING LIBRARIES

| TYPE OF INSTITUTION | FREQUENCY | PERCENT |
|---|---|---|
| 1-3 YR. DIPLOMA | 1 | 1.3 |
| 4 YR. DEGREE | 57 | 71.3 |
| DEGREE AND GRADUATE | 22 | 27.5 |

| STUDENT BODY SIZE | FREQUENCY | PERCENT |
|---|---|---|
| 0-199 | 34 | 42.5 |
| 200-499 | 26 | 32.5 |
| 500-999 | 17 | 21.3 |
| 1000+ | 3 | 3.8 |

| ANNUAL BUDGET N=80 | FREQUENCY | PERCENT |
|---|---|---|
| UP TO $4,999 | 1 | 1.3 |
| $5,000-$9,999 | 3 | 3.8 |
| $10,000-$14,999 | 5 | 6.3 |
| $15,000-$29,999 | 9 | 11.3 |
| $30,000-$50,000 | 20 | 25.0 |
| OTHER | 42 | 52.5 |
| TOTAL | 80 | 100.2 |

TABLE 2

FACILITIES OF RESPONDING LIBRARIES

| ANY AUTOMATION? N=80 | FREQUENCY | PERCENT |
|---|---|---|
| CIRCULATION YES | 6 | 7.5 |
| CIRCULATION NO | 74 | 92.5 |
| TOTAL | 80 | 100.0 |
| CATALOG YES | 21 | 26.3 |
| CATALOG NO | 59 | 73.8 |
| TOTAL | 80 | 100.1 |
| OCLC YES | 22 | 27.5 |
| OCLC NO | 58 | 72.5 |
| TOTAL | 80 | 100.0 |
| SECURITY YES | 7 | 8.8 |
| SECURITY NO | 73 | 91.3 |
| TOTAL | 80 | 100.1 |
| INDIVIDUAL PCS YES | 43 | 53.8 |
| INDIVIDUAL PCS NO | 37 | 46.3 |
| TOTAL | 80 | 100.1 |
| CD-ROM DATA BASES YES | 31 | 38.8 |
| CD-ROM DATA BASES NO | 49 | 61.3 |
| TOTAL | 80 | 100.1 |
| OTHER YES | 21 | 26.3 |
| OTHER NO | 59 | 73.8 |
| TOTAL | 80 | 100.1 |

| HAVE AIR CONDITIONING? N=80 | FREQUENCY | PERCENT |
|---|---|---|
| YES | 65 | 81.3 |
| NO | 15 | 18.8 |
| TOTAL | 80 | 100.1 |

ESTIMATE FLOOR SPACE

N=66 (14 DID NOT REPORT)

REPORTED RANGE: 1056-110000 SQUARE FEET
REPORTED AVERAGE: 10946.666

square feet of floor space.

Table 3 indicates that most responding libraries have holdings of less than 50,000 volumes, while a significant minority have between 50,000 and 100,000. As would be expected, most of these libraries have sizable theological collections, the majority between 30% and 70% of their holdings. Most carry less than 300 serial titles, although nearly a third responding carry more. Almost 70% of the respondents use Dewey for overall classification and 62% use Dewey for their theology collections. Thus, the conclusion reached by Ashbrook in 1951 still seems to hold true. An intriguing discrepancy is that while most (almost 98%) use Dewey or LC for their overall classification scheme, 31% use some other scheme for their theology collections. This might be an interesting study in itself. Exactly half the respondents have special collections.

According to Table 4, the majority of the responding libraries have only one staff member holding the MLS degree, and this person's salary ranges between $20,000 and $30,000. Most are members of the Association of Christian Librarians (ACL) but less than a third are ALA members.

Table 5 reveals that only 4 staff members among the responding libraries have doctorates, only 17 have masters' degrees other than the MLS, and only 35 have a bachelor's

TABLE 3

HOLDINGS OF RESPONDING LIBRARIES

| # BOUND VOLUMES | FREQUENCY | PERCENT |
|---|---|---|
| N=80 | | |
| LESS THAN 10,000 | 0 | 0.0 |
| 10,000-49,999 | 52 | 65.0 |
| 50,000-99,999 | 25 | 31.3 |
| 100,000+ | 3 | 3.8 |
| TOTAL | 80 | 100.1 |

| % DEVOTED TO THEOLOGY | FREQUENCY | PERCENT |
|---|---|---|
| N=80 | | |
| 10-29% | 18 | 22.5 |
| 30-49% | 23 | 28.8 |
| 50-69% | 30 | 37.5 |
| 70%+ | 7 | 8.8 |
| NO RESPONSE | 2 | 2.5 |
| TOTAL | 80 | 100.1 |

| # SERIAL TITLES | FREQUENCY | PERCENT |
|---|---|---|
| N=80 | | |
| LESS THAN 100 | 3 | 3.8 |
| 100-300 | 50 | 62.5 |
| 300+ | 26 | 32.5 |
| NO RESPONSE | 1 | 1.3 |
| TOTAL | 80 | 100.1 |

| OVERALL CLASSIFICATION | FREQUENCY | PERCENT |
|---|---|---|
| N=80 | | |
| DEWEY | 55 | 68.8 |
| LC | 23 | 28.8 |
| OTHER | 2 | 2.5 |
| TOTAL | 80 | 100.1 |

| THEOLOGY CLASSIFICATION | FREQUENCY | PERCENT |
|---|---|---|
| N=80 | | |
| DEWEY OR DEWEY EXPANSION | 50 | 62.5 |
| LC OR LC EXPANSION | 5 | 6.3 |
| OTHER | 25 | 31.3 |
| TOTAL | 80 | 100.1 |

| HAVE A SPECIAL COLLECTION? | FREQUENCY | PERCENT |
|---|---|---|
| N=80 | | |
| YES | 40 | 50.0 |
| NO | 40 | 50.0 |
| TOTAL | 80 | 100.0 |

TABLE 4

STAFF WITH MLS OF RESPONDING LIBRARIES

| TOTAL STAFF WITH MLS | N=80 | FREQUENCY | PERCENT |
|---|---|---|---|
| 0 | | 5 | 6.3 |
| 1 | | 54 | 67.5 |
| 2 | | 15 | 18.8 |
| 3 | | 5 | 6.3 |
| 4 | | 1 | 1.3 |
| TOTAL | | 80 | 100.2 |

| MLS SALARY RANGE | N-80 | FREQUENCY | PERCENT |
|---|---|---|---|
| UP TO $19,999 | | 17 | 21.3 |
| $20,000-$29,999 | | 49 | 61.3 |
| $30,000-$49,999 | | 11 | 13.8 |
| $50,000+ | | 3 | 3.8 |
| TOTAL | | 80 | 100.2 |

| # MLS ACL MEMBERS | N=80 | FREQUENCY | PERCENT |
|---|---|---|---|
| 0 | | 17 | 21.3 |
| 1 | | 58 | 72.5 |
| 2 | | 3 | 3.8 |
| 3 | | 2 | 2.5 |
| TOTAL | | 80 | 100.1 |

| # MLS ALA MEMBERS | N=80 | FREQUENCY | PERCENT |
|---|---|---|---|
| 0 | | 53 | 66.3 |
| 1 | | 26 | 32.5 |
| 2 | | 1 | 1.3 |
| TOTAL | | 80 | 100.1 |

TABLE 5

OTHER STAFF DEGREES OF RESPONDING LIBRARIES

| BACHELORS | N=80 | FREQUENCY | PERCENT |
|---|---|---|---|
| 0 | | 45 | 56.3 |
| 1 | | 18 | 22.5 |
| 2 | | 13 | 16.3 |
| 3 | | 4 | 5.0 |
| TOTAL | | 80 | 100.1 |

| MASTERS (NOT MLS) | N=80 | FREQUENCY | PERCENT |
|---|---|---|---|
| 0 | | 63 | 78.8 |
| 1 | | 12 | 15.0 |
| 2 | | 3 | 3.8 |
| 4 | | 1 | 1.3 |
| 5 | | 1 | 1.3 |
| TOTAL | | 80 | 100.2 |

| DOCTORATES | N=80 | FREQUENCY | PERCENT |
|---|---|---|---|
| 0 | | 76 | 95.0 |
| 1 | | 4 | 5.0 |
| TOTAL | | 80 | 100.0 |

degree. This might seem to indicate a paucity of earned degrees among the staffs of Bible college libraries. However, when combined with the data from Table 4, it is revealed that there are 92 master's degrees distributed among the staffs of the responding libraries.

Table 6 indicates that most full-time Bible college library staffs are quite small, for more than 47% have no full-time staff beyond the MLS holder(s). Forty percent indicate 1 or 2 additional staff beyond the MLS holder(s). In addition, more than 42% have only three or fewer student assistants. This data would indicate that full-time librarians in Bible colleges wear many hats and are definitely in a hands-on situation. This is in addition to the academic duties of those librarians who are also on the teaching staffs of their Bible colleges.

The data in Table 7 give an abbreviated profile of head librarians/directors of the responding Bible college libraries. A majority of these professionals (60%) are themselves Bible college graduates. Men and women are nearly evenly represented, with men having a slight majority. Just under 50% of these librarians teach at their colleges, a third of whom teach at least 3 hours a week, the equivalent of one course. However, more than 20% report a teaching load of 6 to 9 hours, the equivalent of at least three courses, in

TABLE 6

STAFF W/O MLS OF RESPONDING LIBRARIES

| FULL-TIME STAFF W/O MLS N=80 | FREQUENCY | PERCENT |
|---|---|---|
| 0 | 38 | 47.5 |
| 1 | 22 | 27.5 |
| 2 | 10 | 12.5 |
| 3 | 4 | 5.0 |
| 4 | 3 | 3.8 |
| 5 | 2 | 2.5 |
| 6 | 1 | 1.3 |
| TOTAL | 80 | 100.1 |

| # STUDENT ASSISTANTS N=80 | FREQUENCY | PERCENT |
|---|---|---|
| 0 | 6 | 7.5 |
| 1 | 11 | 13.8 |
| 2 | 9 | 11.3 |
| 3 | 14 | 17.5 |
| 4 | 6 | 7.5 |
| 5 | 4 | 5.0 |
| 6 | 6 | 7.5 |
| 7 | 2 | 2.5 |
| 9 | 2 | 2.5 |
| 10 | 5 | 6.3 |
| 11 | 2 | 2.5 |
| 12 | 2 | 2.5 |
| 15 | 2 | 2.5 |
| 16 | 1 | 1.3 |
| 18 | 2 | 2.5 |
| 19 | 1 | 1.3 |
| 20 | 1 | 1.3 |
| 24 | 1 | 1.3 |
| 26 | 2 | 2.5 |
| 45 | 1 | 1.3 |
| TOTAL | 80 | 99.9 |

TABLE 7

HEAD LIBRARIANS/DIRECTORS OF RESPONDING LIBRARIES

| HEAD LIB A BIBLE GRAD? N=80 | FREQUENCY | PERCENT |
|---|---|---|
| YES | 48 | 60.0 |
| NO | 32 | 40.0 |
| TOTAL | 80 | 100.0 |

| HEAD LIB TEACHES? N=80 | FREQUENCY | PERCENT |
|---|---|---|
| YES | 39 | 48.8 |
| NO | 41 | 51.3 |
| TOTAL | 80 | 100.1 |

| HOW MANY HOURS IF YES? N=39 | FREQUENCY | PERCENT |
|---|---|---|
| 0 | 3 | 7.7 |
| 1 | 2 | 5.1 |
| 2 | 8 | 20.5 |
| 3 | 13 | 33.3 |
| 4 | 2 | 5.1 |
| 5 | 1 | 2.6 |
| 6 | 5 | 12.8 |
| 9 | 3 | 7.7 |
| 12 | 2 | 5.1 |
| TOTAL | 39 | 99.9 |

| GENDER OF HEAD LIBRARIAN N=80 | FREQUENCY | PERCENT |
|---|---|---|
| MALE | 42 | 52.5 |
| FEMALE | 38 | 47.5 |
| TOTAL | 80 | 100.0 |

| AGE OF HEAD LIBRARIAN N=80 | FREQUENCY | PERCENT |
|---|---|---|
| 20-29 | 4 | 5.0 |
| 30-39 | 17 | 21.3 |
| 40-49 | 23 | 28.8 |
| 50-59 | 27 | 33.8 |
| 60+ | 9 | 11.3 |
| TOTAL | 80 | 100.2 |

addition to their library duties. More than 62% are between the ages of 40 and 60, and 9 of them are close to retirement age. Only 26% are between the ages of 20 and 40, but this should change as the majority approach retirement; if not, a serious personnel problem looms on the horizon. Given the low salaries and heavy workloads already indicated, Bible college librarianship could hardly be the most attractive of ministries for even dedicated Christian young people. Nevertheless, some serious recruiting seems to be in order.

Table 8 reports a broad clientele for the respondents. The vast majority serve students from other colleges, area pastors, and area people in general. More than 50% serve grade school and high school students, and a significant minority (42%) serve parents who home school their children. This would have important implications for collection development in these libraries, demanding a wide range of academic and popular materials. Most responding Bible college libraries (above 81%) operate between 40 and 80 hours per week.

The cross-tabulation results begin with Table 9, which demonstrates that the higher the degree offered by a particular Bible college, the more volumes it is likely to hold in its library--a not surprising relationship. Just under 28% of the responding libraries are in colleges that

TABLE 8

PATRONS AND USE OF RESPONING LIBRARIES

| OUTSIDE USERS? N=80 | FREQUENCY | PERCENT |
|---|---|---|
| AREA PASTORS YES | 73 | 91.3 |
| AREA PASTORS NO | 7 | 8.8 |
| TOTAL | 80 | 100.1 |
| OTHER COLLEGE STUDENTS YES | 59 | 73.8 |
| OTHER COLLEGE STUDENTS NO | 21 | 26.3 |
| TOTAL | 80 | 100.1 |
| GRADE AND HS STUDENTS YES | 41 | 51.3 |
| GRADE AND HS STUDENTS NO | 39 | 48.8 |
| TOTAL | 80 | 100.1 |
| HOME SCHOOLERS YES | 34 | 42.5 |
| HOME SCHOOLERS NO | 46 | 57.5 |
| TOTAL | 80 | 100.0 |
| AREA PEOPLE IN GENERAL YES | 60 | 75.0 |
| AREA PEOPLE IN GENERAL NO | 20 | 25.0 |
| TOTAL | 80 | 100.0 |

| WEEKLY HOURS OPEN N=80 | FREQUENCY | PERCENT |
|---|---|---|
| UP TO 39 | 3 | 3.8 |
| 40-79 | 65 | 81.3 |
| 80-119 | 11 | 13.8 |
| 120+ | 1 | 1.3 |
| TOTAL | 80 | 100.2 |

offer graduate degrees. While 15 of the latter have collections of more than 50,000 volumes, the greater part of all respondents (65%) have less than 50,000 volumes.

According to Table 10, it is most common for a Bible college library to have between 30% and 70% of its entire collection devoted to theology, whether or not it offers a graduate degree. Thirty-seven percent of four-year institutions and 41% of institutions offering graduate degrees have 50% or above of their collections devoted to theology, again a not surprising fact. It is noteworthy that institutions offering graduate degrees have the highest percentage here, though only 4% more than four-year colleges.

Considering the data in Table 11, it is obvious that a head librarian in a Bible college is just slightly more likely to make above $30,000 in a graduate degree granting institution than in one that is strictly undergraduate. This factor and the work load they carry indicates that professional librarians in Bible colleges are motivated by more than the external factors of their jobs.

Table 12 reveals that Bible colleges that grant graduate degrees have library budgets that start with higher figures than those which are strictly undergraduate schools. No graduate institution reported a budget below $30,000. However, at least one undergraduate institution reported a

TABLE 9

RELATIONSHIP OF INSTITUTION TYPE AND NUMBER OF BOUND VOLUMES

| | 1-3 YEAR DIPLOMA (N=1) | | 4 YEAR DEGREE (N=57) | | DEGREE & GRADUATE (N=22) | | TOTAL (N=80) | |
|---|---|---|---|---|---|---|---|---|
| # VOLUMES | F | % | F | % | F | % | F | % |
| 10000-49999 | 1 | 1.25 | 44 | 55.00 | 7 | 8.75 | 52 | 65.00 |
| 50000-99999 | 0 | 0.00 | 13 | 16.25 | 12 | 15.00 | 25 | 31.25 |
| 100000+ | 0 | 0.00 | 0 | 0.00 | 3 | 3.75 | 3 | 3.75 |
| TOTAL | 1 | 1.25 | 57 | 71.25 | 22 | 27.50 | 80 | 100.00 |

CHI SQUARE VALUE = 18.561; P = 0.001; DF = 4; SAMPLE SIZE = 80

TABLE 10

RELATIONSHIP OF INSTITUTION TYPE AND % OF COLLECTION DEVOTED TO THEOLOGY

| | 1-3 YEAR DIPLOMA (N=1) | | 4 YEAR DEGREE (N=57) | | DEGREE & GRADUATE (N=22) | | TOTAL (N=80) | |
|---|---|---|---|---|---|---|---|---|
| % THEOLOGY | F | % | F | % | F | % | F | % |
| 10-29% | 0 | 0.00 | 14 | 17.50 | 4 | 5.00 | 18 | 22.50 |
| 30-49% | 0 | 0.00 | 17 | 21.25 | 6 | 7.50 | 23 | 28.75 |
| 50-69% | 0 | 0.00 | 21 | 26.25 | 9 | 11.25 | 30 | 37.50 |
| 70%+ | 0 | 0.00 | 5 | 6.25 | 2 | 2.50 | 7 | 8.75 |
| NO REPORT | 1 | 1.25 | 0 | 0.00 | 1 | 1.25 | 2 | 2.50 |
| TOTAL | 1 | 1.25 | 57 | 71.25 | 22 | 27.50 | 80 | 100.00 |

CHI SQUARE VALUE = 41.200; P = 0.000; DF = 8; SAMPLE SIZE = 80

TABLE 11

RELATIONSHIP OF INSTITUTION TYPE AND HEAD SALARY

| | 1-3 YEAR DIPLOMA (N=1) | | 4 YEAR DEGREE (N=57) | | DEGREE & GRADUATE (N=22) | | TOTAL (N=80) | |
|---|---|---|---|---|---|---|---|---|
| SALARY | F | % | F | % | F | % | F | % |
| TO $1999 | 0 | 0.00 | 16 | 20.00 | 1 | 1.25 | 17 | 21.25 |
| $20000-$29999 | 1 | 1.25 | 36 | 45.00 | 12 | 15.00 | 49 | 61.25 |
| $30000-$49999 | 0 | 0.00 | 4 | 5.00 | 7 | 8.75 | 11 | 13.75 |
| 50000+ | 0 | 0.00 | 1 | 1.25 | 2 | 2.50 | 3 | 3.75 |
| TOTAL | 1 | 1.25 | 57 | 71.25 | 22 | 27.50 | 80 | 100.00 |

CHI SQUARE VALUE = 14.346; P = 0.026; DF = 6; SAMPLE SIZE = 80

TABLE 12

RELATIONSHIP OF INSTITUTION TYPE AND BUDGET

| | 1-3 YEAR DIPLOMA (N=1) | | 4 YEAR DEGREE (N=57) | | DEGREE & GRADUATE (N=22) | | TOTAL (N=80) | |
|---|---|---|---|---|---|---|---|---|
| BUDGET | F | % | F | % | F | % | F | % |
| TO $4999 | 0 | 0.00 | 1 | 1.25 | 0 | 0.00 | 1 | 1.25 |
| $5000-$9999 | 0 | 0.00 | 3 | 3.75 | 0 | 0.00 | 3 | 3.75 |
| $10000-$14999 | 0 | 0.00 | 5 | 6.25 | 0 | 0.00 | 5 | 6.25 |
| $15000-29999 | 1 | 1.25 | 8 | 10.00 | 0 | 0.00 | 9 | 11.25 |
| $30000-$50000 | 0 | 0.00 | 16 | 20.00 | 4 | 5.00 | 20 | 25.00 |
| OTHER | 0 | 0.00 | 24 | 30.00 | 18 | 22.50 | 42 | 52.50 |
| TOTAL | 1 | 1.25 | 57 | 71.25 | 22 | 27.50 | 80 | 100.00 |

CHI SQUARE VALUE = 19.675; P = 0.032; DF = 10; SAMPLE SIZE = 80

library budget of less than $5,000. Nevertheless, it is true that the majority of all responding Bible colleges reported budgets above $50,000.

Tables 13, 16, and 17 consider the effects of the head librarian/director's gender. Though male and female heads were represented about equally in the survey responses, Table 13 shows that far more males reside in the $30,000-$50,000 salary range than do females (9 men to only 2 women). The survey instrument did not differentiate between males and females in the general category of education, so it is not possible from this study to determine if this bias is due to education or some other less objective factor--a somewhat sinister implication in these politically correct times. However, Table 17 does show that the only doctorates reported among the responding library staffs were held by four men, so perhaps there is some evidence here that the salary discrepancies are education related. In addition, Table 16 reveals that 27 male heads teach as opposed to only 12 female heads who have faculty duties in addition to their library work. This would be another factor that would tend to raise the male salaries, for it would be natural for the entire salary to be reported, not just the part that remunerates library duties alone.

Tables 14 and 15 reveal the effects of student body size

TABLE 13

RELATIONSHIP OF GENDER OF HEAD LIBRARIAN AND SALARY

| | MALE (N=42) | | FEMALE (N=38) | | TOTAL (N=80) | |
|---|---|---|---|---|---|---|
| SALARY | F | % | F | % | F | % |
| TO $19999 | 5 | 6.25 | 12 | 15.00 | 17 | 21.25 |
| $20000-$29999 | 27 | 33.75 | 22 | 27.50 | 49 | 61.25 |
| $30000-$49999 | 9 | 11.25 | 2 | 2.50 | 11 | 13.75 |
| $50000+ | 1 | 1.25 | 2 | 2.50 | 3 | 3.75 |
| TOTAL | 42 | 52.50 | 38 | 47.50 | 80 | 100.00 |

CHI SQUARE VALUE = 8.000; P = 0.046; DF = 3; SAMPLE SIZE = 80

TABLE 14

RELATIONSHIP OF STUDENT BODY SIZE AND NUMBER OF BOUND VOLUMES

| | STUDENT BODY | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | TO 199 (N=34) | | 200-499 (N=26) | | 500-999 (N=17) | | 1000+ (N=3) | | TOTAL (N=80) | |
| VOLS | F | % | F | % | F | % | F | % | F | % |
| 10000-49999 | 32 | 40.00 | 13 | 16.25 | 7 | 8.75 | 0 | 0.00 | 52 | 65.00 |
| 50000-99999 | 2 | 2.50 | 13 | 16.25 | 8 | 10.00 | 2 | 2.50 | 25 | 31.25 |
| 100000+ | 0 | 0.00 | 0 | 0.00 | 2 | 2.50 | 1 | 1.25 | 3 | 3.75 |
| TOTAL | 34 | 42.50 | 26 | 32.50 | 17 | 21.25 | 3 | 3.75 | 80 | 100.00 |

CHI SQUARE VALUE = 33.423; P = 0.000; DF = 6; SAMPLE SIZE = 80

TABLE 15

RELATIONSHIP OF STUDENT BODY SIZE AND OCLC USE

| | STUDENT BODY | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | TO 199 (N=34) | | 200-499 (N=26) | | 500-999 (N=17) | | 1000+ (N=3) | | TOTAL (N=80) | |
| OCLC | F | % | F | % | F | % | F | % | F | % |
| USED | 5 | 6.25 | 4 | 5.00 | 10 | 12.50 | 3 | 3.75 | 22 | 27.50 |
| NOT USED | 29 | 36.25 | 22 | 27.50 | 7 | 8.75 | 0 | 0.00 | 58 | 72.50 |
| TOTAL | 34 | 42.50 | 26 | 32.50 | 17 | 21.25 | 3 | 3.75 | 80 | 100.00 |

CHI SQUARE VALUE = 20.981; P = 0.000; DF = 3; SAMPLE SIZE = 80

TABLE 16

RELATIONSHIP OF GENDER OF HEAD LIBRARIAN AND TEACHING DUTY

| | MALE (N=42) | | FEMALE (N=38) | | TOTAL (N=80) | |
|---|---|---|---|---|---|---|
| TEACHES | F | % | F | % | F | % |
| YES | 27 | 33.75 | 12 | 15.00 | 39 | 48.75 |
| NO | 15 | 18.75 | 26 | 32.50 | 41 | 51.25 |
| TOTAL | 42 | 52.50 | 38 | 47.50 | 80 | 100.00 |

CHI SQUARE VALUE = 8.542; P = 0.003; DF = 1; SAMPLE SIZE = 80

TABLE 17

RELATIONSHIP OF GENDER OF HEAD LIBRARIAN AND DOCTORATE

| | MALE (N=42) | | FEMALE (N=38) | | TOTAL (N=80) | |
|---|---|---|---|---|---|---|
| # PHD | F | % | F | % | F | % |
| 0 | 38 | 47.50 | 38 | 47.50 | 76 | 95.00 |
| 1 | 4 | 5.00 | 0 | 0.00 | 4 | 5.00 |
| TOTAL | 42 | 52.50 | 38 | 47.50 | 80 | 100.00 |

CHI SQUARE VALUE = 3.810; P = 0.051; DF = 1; SAMPLE SIZE = 80

in two distinct areas. The data in Table 14 indicates the predictable fact that it is the institutions with the larger student bodies that have the larger collections in their libraries. Indeed, the one college that reported a student body above 1,000 is the one that reported library holdings of more than 100,000 volumes. There is also more OCLC use as the student body increases, according to the survey. Table 15 seems to indicate that there is something of a break point at 500 students: below that number there is more non-use of OCLC than use; above that number there is more use of OCLC than non-use. Certainly a factor here is that the large schools would tend to be the ones that have OCLC to begin with; the smaller Bible colleges would not even have the capability.

## CHAPTER V. SUMMARY AND CONCLUSIONS

In summarizing these results, this researcher would have to say that the data indicate a majority of tenacious, conservative smaller Bible college libraries that are just entering the computer age and which still have their best years of growth and improvement ahead of them. Their staffs consist of a very few--often only one--hardworking and multitalented persons who often teach as well as direct their libraries. These must be dedicated and faithful persons as well, since it is manifest from the data that their pay is low and their workload is high. The data indicate that there could be a personnel shortage in the years to come, and this should prompt a serious recruiting effort in years to come from groups such as the Association of Christian Librarians. A great difficulty here is that each recruit must be custom fitted to each situation, for, as noted earlier, many Bible college librarians are also expected to teach. The right mix can be elusive, and may be a discouraging factor both to those who hire and those who fill these positions. But for those who remain or newly enter this corner of librarianship, the days ahead should be challenging and exciting, with much innovation and change for those librarians and administrations willing and able to make the needed changes. Increased automation is the most obvious change the majority

of Bible college libraries need to make. Without the new electronic tools now available to connect them to the universe of digital information, they cannot adequately serve their students and other patrons. Nor can they perform their own routine internal tasks as efficiently or as speedily without the help of these tools. In addition, Title III of the Americans with Disabilities ACT (ADA) will almost surely impact Bible college libraries with the demand for some sort of automation, such as elevators, telecommunications devices for the deaf, or Braille computer stations. Of course, the difficulty in most Bible college library situations will be funding for these expensive changes, the very reason most Bible college libraries are still bereft of automation. Yet funded these changes must be, or services at these institutions must remain inadequate and, without too much exaggeration, unrelated to the real world of information resources. Both administrations and constituencies of these schools must become aware of this serious lack.

## Appendix 1: Sample Cover Letter

March 12, 1992

Dear Fellow Librarian:

I am a librarian in training, an associate professor who has taught for twenty years and is just now entering a new ministry as librarian for our college.

I need your help.

To form a profile of AABC Bible college libraries--and to help me complete my research project for my MLS degree--may I draw on your unique knowledge of your own library? Please take a few minutes of your valuable time to fill out the enclosed questionnaire and use the enclosed postpaid envelope to return it to Appalachian Bible College.

Information on individual questionnaires will be regarded as confidential, although it is hoped that the analyzed data will form the basis for an encouraging published article sometime in the future, perhaps in **The Christian Librarian**.

Thank you in advance for your part in this project! May God continue to bless your ministry as you labor for Him.

With sincere gratitude,

Ed Chesley, Acting Librarian

Appendix 2: Sample Survey Instrument

AABC LIBRARIES AT CENTURY'S END: A DEMOGRAPHIC SURVEY

Name of Institution_____

1. Type of Institution (check highest): ___1-3 yr diploma
   ___4 yr degree
   ___degree and graduate

2. Student body size (check one):
   ___up to 199
   ___200 to 499
   ___500 to 999
   ___1000+

3. Number of bound volumes in library (check one):
   ___less than 10,000
   ___10,000 to 49,999
   ___50,000 to 99,999
   ___100,000+

4. Percentage of total volumes devoted to theology (check one):
   ___10-29%
   ___30-49%
   ___50-69%
   ___70%+

5. Number of serial titles in library (check one):
   ___less than 100
   ___100 to 300
   ___300+

6. Number of staff holding MLS/equivalent:
   Full time_____
   Part time_____
   Total _____

7. Number of staff **not** holding MLS/equivalent:
   Full time_____
   Part time_____
   Total _____

8. Other staff degrees (please list position & degree):

   _____ _____

   _____ _____

9. Number of student assistants at any one time: _____

10. Salary range of MLS/equivalent holders (check appropriate range):
    ___up to $19,999
    ___$20,000-$29,999
    ___$30,000-$49,999
    ___$50,000+

11. How many MLS holders are members of Association of Christian Librarians? _____

12. How many MLS holders are members of American Library Association? _____

13. Head librarian/equivalent is a Bible college graduate. (check one): ___Yes ___No

14. Head librarian/equivalent teaches in addition to library duties (check one): ___Yes ___No
If yes, give average credit hours/semester_____

15. Head librarian/equivalent is (check one)___M ___F.

16. Age range of head librarian/equivalent is (check one):
___20-29 ___50-59
___30-39 ___60+
___40-49

17. Approximate total annual library budget is (check one):
___up to $4,999 ___$15,000 to $29,999
___$5,000 to $9,999 ___$30,000 to $50,000
___$10,000 to $14,999 ___Other (specify)_____

18. Overall classification scheme for total collection is (check one):___Dewey ___LC ___Other (specify)_____

19. Classification scheme for theological collection (if a particular expansion is being used, please specify in the blank provided, e.g., Allen's expansion of Dewey):
___Dewey or Dewey expansion_____
___LC or LC expansion_____
___Petee ___Other (please specify)_____

20. Any special collections, e.g., Judiaca? ____Yes ___No
If yes, please give name and nature of collection:
_____

21. Is any part of the library automated?

| | | |
|---|---|---|
| Circulation | ___Yes | ___No |
| Catalog | ___Yes | ___No |
| OCLC | ___Yes | ___No |
| Security | ___Yes | ___No |
| Individual PCs | ___Yes | ___No |
| CD-ROM data base(s) | ___Yes | ___No |

Other (please specify_____

22. Is the library air conditioned? ___Yes ___No

23. Estimate the square feet of floor space available to the library, including remote sites in other rooms or buildings:_____.

24. In addition to faculty and students, the library serves (check all that apply):
___Area pastors and Sunday school teachers
___Students from other colleges
___Elementary and high school students
___Home schooled students
___Area people in general

25. Approximate number of hours the library is open each week (check one):
___up to 39
___40 to 79
___80 to 119
___120+

26. Any additional information or comments?

THANKS FOR YOUR VERY VALUABLE HELP!
PLEASE RETURN THIS QUESTIONNAIRE TO:

Ed Chesley
Appalachian Bible College
PO Box ABC
Bradley, WV 25818

NO POSTAGE IS NECESSARY IF YOU USE THE ENCLOSED ENVELOPE

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